

1) Defining Climate Change

This activity is designed to engage participants in a structured yet dynamic discussion on climate change, fostering peer-to-peer learning and critical thinking. By encouraging participants to lead the conversation, the activity empowers them to take ownership of the dialogue, enhances their communication skills, and promotes active listening. The format also creates an inclusive environment where every individual has an equal opportunity to share their thoughts and ideas. The activity utilizes an interactive approach, combining multimedia input (a thought-provoking video) with a collaborative discussion format. This method ensures participants are both informed and actively involved in analyzing and reflecting on the topic of climate change. The activity concludes with a synthesis of perspectives and a theoretical input, enriching the learning experience.

Number of participants: 8 - 15 (if more, consider dividing into two groups)

Duration: 15 - 30 minutes

Facilitator: / (students lead the activity, teacher or youth worker can support as facilitator)

Materials:

- A4 paper (one per question)
- pens
- ball or a soft toy

How to play/conduct the activity?

Begin by playing the video: <https://www.youtube.com/watch?v=QQYgCxu988s>. Afterward, participants can share their thoughts, feelings, and impressions about the short film.

The activity will involve a group discussion on four key questions about climate change. The discussion will be participant-led rather than facilitated by the youth worker.

1. Choose a Volunteer: Ask for a volunteer to lead the discussion. The chosen volunteer will receive the first question and a blank sheet of paper to note key points from the discussion.
2. Discussion Format:
 - The volunteer reads the question aloud.
 - A ball is passed among participants, and only the person holding the ball may speak.
 - Each question will have a 4-minute discussion limit.
3. Repeat for Each Question: After 4 minutes, the facilitator will select a new volunteer to lead the next question. The process is repeated until all questions have been discussed.
4. Conclusion: At the end, each volunteer will share the main points of their group's discussion. The facilitator will then summarize how the group perceives climate change and, if needed, provide additional theoretical information to complement the discussion.

Discussion Questions:

1. Have you ever heard of climate change? What comes to mind when you hear this phrase?
2. Do you know of any non-governmental organizations (NGOs) working on climate change? Which ones, and what do they do?
 - Follow-up question: If not, what do you think NGOs could do?
3. Do you believe that people are capable of changing their habits to prevent drastic climate crises/changes?
4. Do you think you, as an individual, can do something to reduce the climate crisis?

Competences:

- communication and interpersonal skills
- critical thinking
- leadership and facilitation
- environmental awareness
- collaboration and teamwork
- time management and focus
- Information Synthesis
- advocacy and active citizenship